

Name:

OBSERVING & TRACKING POLLINATORS IN YOUR SCHOOL ORCHARD, BACKYARD, OR ECOSYSTEM

What's a POLLINATOR? A pollinator is an insect or animal including bees, flies, beetles, wasps, moths, butterflies, birds or bats that helps move POLLEN from one part of the plant to another -- helping plants REPRODUCE with FRUITS and SEEDS! Pollination is an important part of the LIFE CYCLE of plants. Each plant has unique and special RELATIONSHIPS with its pollinators. Some plants like GRASSES require only the WIND! Plants use their COLOR, SCENT, NECTAR, and SHAPE to attract their pollinators to FEED or LAY THEIR YOUNG, while the movement or bodies of these pollinators help transfer pollen.

We can learn about these important relationships by OBSERVING pollinators in action. Spend time practicing your SCIENTIFIC OBSERVATION SKILLS in the field -- documenting what pollinators you see visiting one plant of your school orchard, backyard garden, or ecosystem over the course of 5 days, observing at the same time each day for the same length of time each day. After your repeat observation of the same plant, GRAPH your findings on the next sheet. Spend time DOCUMENTING your FINDINGS and allow your curiosity to lead you into RESEARCH about the pollinators you FOUND! Compare your findings with your classmates. What plants attracted the MOST pollinators, which attracted the LEAST? BRAINSTORM what FACTORS might have affected your findings. How might THESE FINDINGS impact your PLANTING CHOICES in your orchard, backyard, or ecosystem?

Observation Date :

Length of Observation (minutes) :

Location / Address :

Time of Day :

Geographical Coordinates (North, South, East, West) :

Temperature & Weather Conditions :

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What plant are you observing
Draw it!

How many pollinators do you
count interacting with this plant?
Tally them here!

What types of species do you see
interacting with this plant?
Draw them!

Bees:

Flies:

Moths:

Birds:

Beetles:

Butterflies:

Caterpillars:

Name: _____

GRAPHING POLLINATOR ACTIVITY IN YOUR SCHOOL ORCHARD, BACKYARD, OR ECOSYSTEM

Now that you've spent the last number of days **OBSERVING** pollinators in **ACTION** on one specific **TYPE** of plant in your school orchard, backyard, or ecosystem, take some time to **GRAPH** your findings! Consider **TRENDS / patterns** in your observations and answer the following questions **BELOW** about what you observed! Think: how might this information be important for a **LANDSCAPE DESIGNER**?

Observation Date Range : _____

What plant did you observe? _____

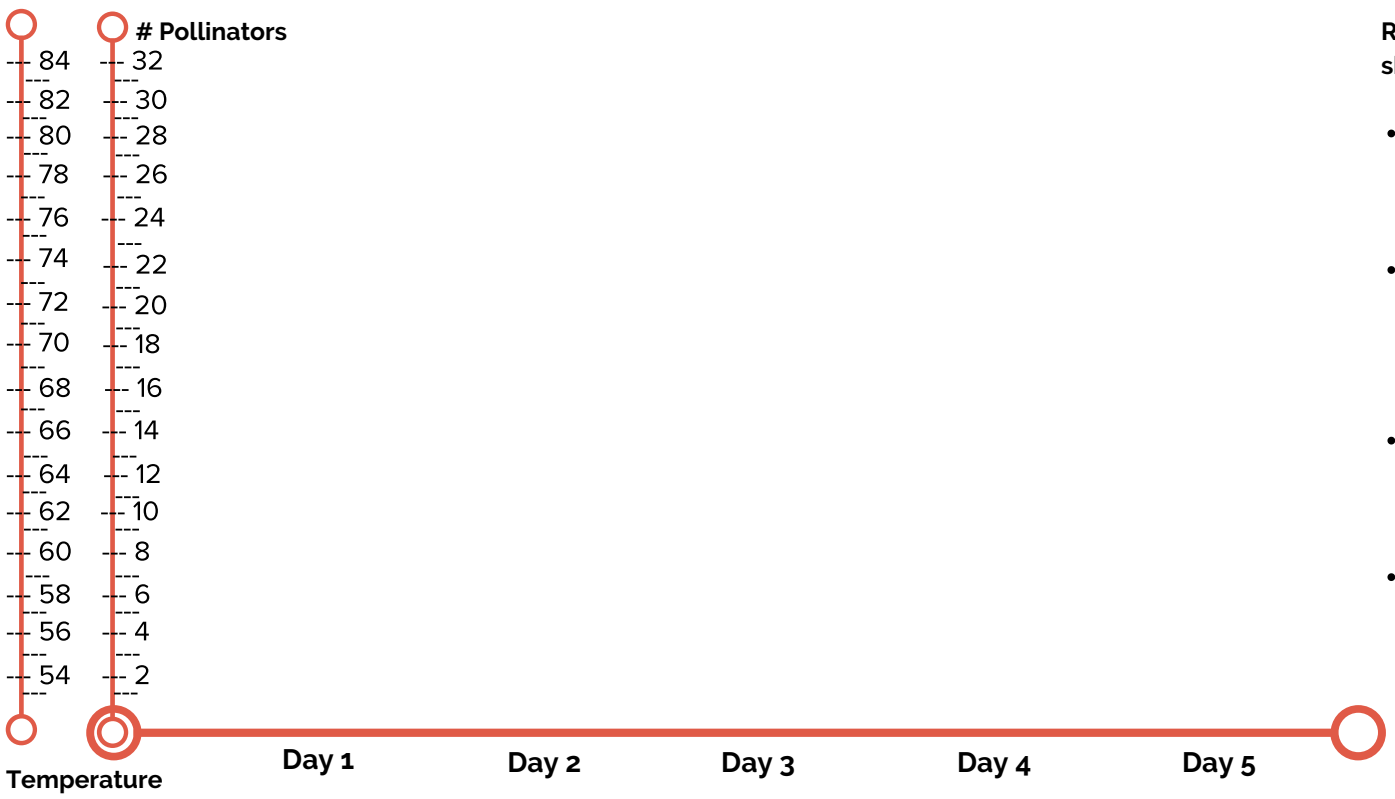
Observation Location / Address : _____

Temperatures: Day 1 _____ Day 2 _____ Day 3 _____ Day 4 _____ Day 5 _____

How many of each pollinator type did you see interacting with your plant? Assign each pollinator type a different color for graphing. Create your key by coloring the name of each (Bees, (Flies), (Moths), etc. with a different color!

(Bees/#) : Day 1 _____ Day 2 _____ Day 3 _____ Day 4 _____ Day 5 _____
 (Flies/#) : Day 1 _____ Day 2 _____ Day 3 _____ Day 4 _____ Day 5 _____
 (Moths/#) : Day 1 _____ Day 2 _____ Day 3 _____ Day 4 _____ Day 5 _____
 (Birds/#) : Day 1 _____ Day 2 _____ Day 3 _____ Day 4 _____ Day 5 _____

(Beetles/#) : Day 1 _____ Day 2 _____ Day 3 _____ Day 4 _____ Day 5 _____
 (Butterflies/#) : Day 1 _____ Day 2 _____ Day 3 _____ Day 4 _____ Day 5 _____
 (Caterpillars/#) : Day 1 _____ Day 2 _____ Day 3 _____ Day 4 _____ Day 5 _____



Reflection Questions. Answer on the back of this sheet.

- What trends did you observe when you charted your data?

- Did the number of pollinators change over the course of your 5 days of observation? What factors may have been at play?

- Find a fellow classmate who observed the same plant. Compare your findings.

- Find a classmate who observed a different plant. Whose plant attracted more pollinators? Of what categories?